Literacy Planning for School Improvement
Part 2: Professional Learning

Session Goals

Participants will understand

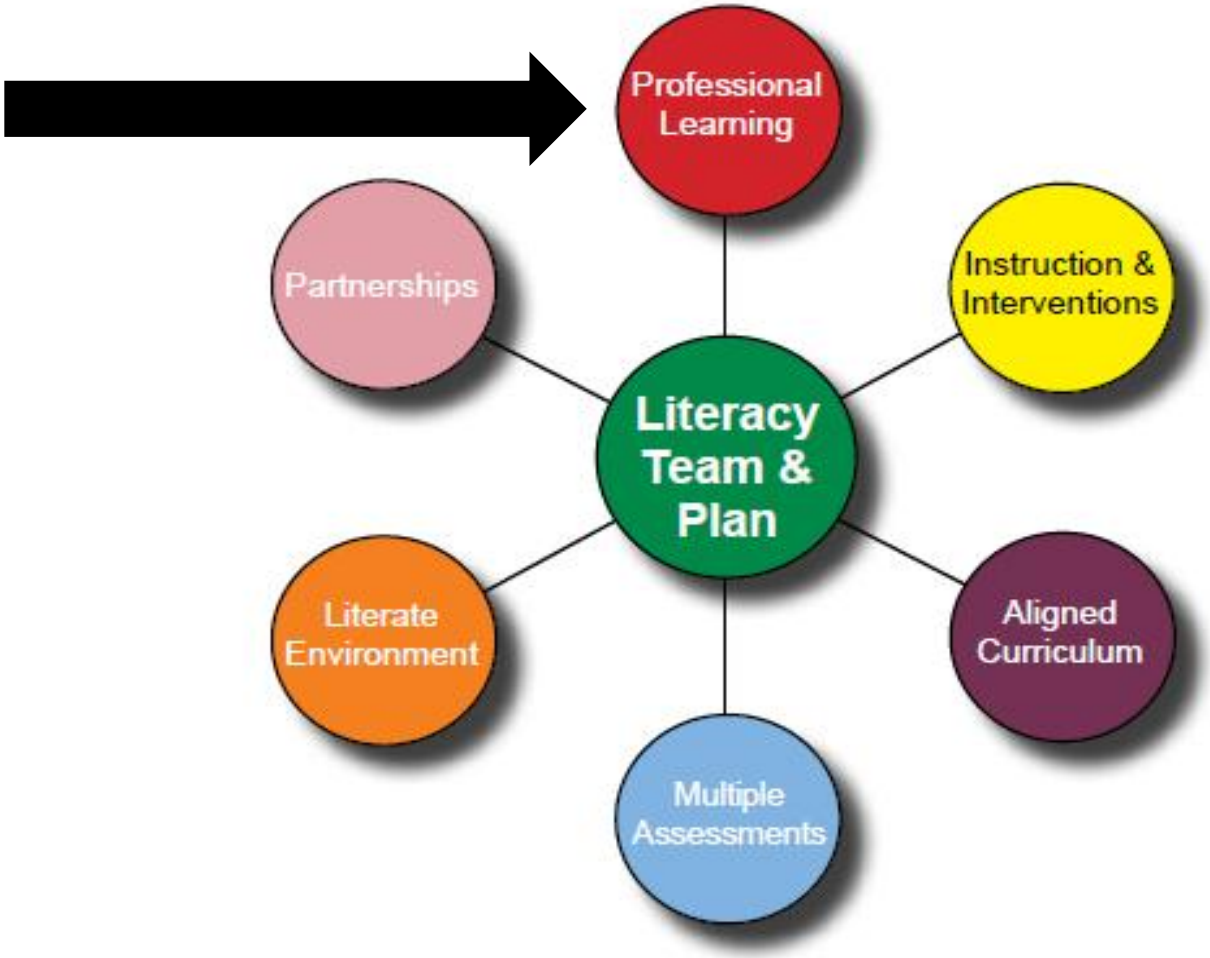
- The role of professional learning to support all staff in effective literacy planning and instruction
- How to develop and monitor PD for effectiveness
- How to access resources to support the team and plan, including *Literacy Central*

Participation

Who is in the audience?

A. Literacy coach
B. Classroom teacher
C. School administrator
D. District leadership
E. Library Media Specialist
F. Other stakeholder (please specify)

Essential Elements of Literacy Programs and Plans



LITERACY CENTRAL Kentucky

A collection of free, online multimedia to

- Provide resources to help literacy teams develop literacy plans
- Encourage collaboration and reflection among stakeholders
- Help KDE disseminate best practices information in a user-friendly format

- Show what good literacy planning looks like

http://www.teachersdomain.org/special/litlab/

Links to resources, videos. *From this page, scroll down and select "Literacy Plan for KY" or use the link below.*

http://tdcms.ket.org/literacycentral/int/literacycentralflash.html

Links to KY's Literacy Plan as interactive website

HOME
School Literacy Plans & Supports
Literacy Plan
KENTUCKY
Professional Learning
Partnerships
Instruction & Interventions
Literacy Team & Plan
Literate Environment
Aligned Curriculum
Multiple Assessments
How To Use This Guide

Successful Outcomes of Using *Literacy Central*

- **Students achieve college and career readiness in literacy as measured by state and local system of assessments**
- **Schools ensure effective literacy instruction for all students as measured by state accountability system, including program reviews**
- **Teachers' professional learning needs are met as measured by school climate surveys**

Creating a Culture of Thinking & Learning: Changing the Paradigm of PD

From → To

Teachers need opportunities for sustained professional learning. Schools “need to be places where not only students but also teachers learn.”

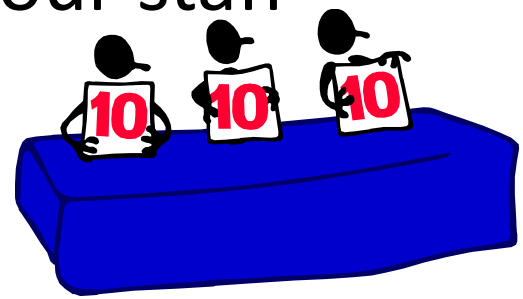
Stigler and Hiebert (1999)

Share

Think about recent professional learning in which you have engaged.

Share what ways it did or did not align to:

- your learning needs related to literacy
- priority needs identified by you/your staff



Using the polling feature, rate:

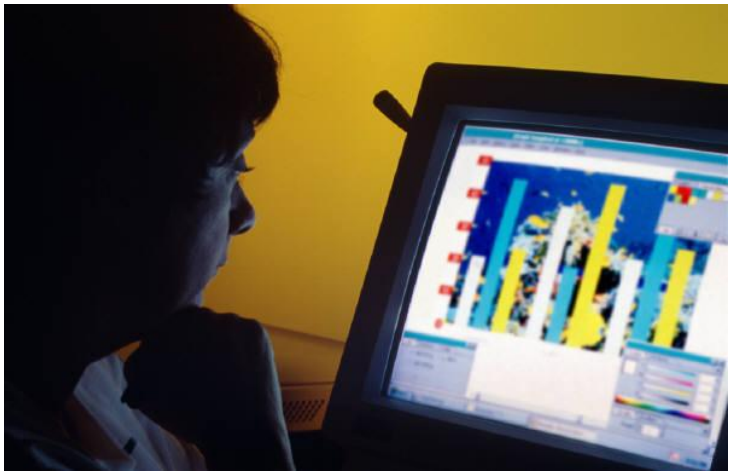
a—great alignment c—poor alignment

b—good alignment —no alignment

Professional Learning

Professional Learning

- **Leadership Networks** – Each district has teachers, principals, and district administrators building capacity in their districts for understanding of and implementation of CCSS.



- **PD/PLCs** – focus on discussions about expectations for student learning; differentiating PD to meet individual and/or small groups of teachers' needs.

Professional Learning

A High-Impact Professional Learning Plan

The *High-Impact Professional Learning Plan* includes internal feedback tools for schools to use throughout the professional learning (PL) process to monitor the effectiveness of the PL experience and make necessary adjustments.

http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Professional+Learning+Plan.htm

Professional Learning

Contents

Building a High-Impact Professional Learning Plan –a document designed to guide schools through the process of developing a professional learning plan that will enhance instruction

Appendix A – A Guide for Evaluating the Impact of Professional Learning –a resource for instructional leaders designed as a process guide (to be used in conjunction with the three feedback tools)

- **Tool # 1 – Professional Learning Reflections** –a reflection resource instructional leaders can use to capture educators' initial reactions to a PL experience
- **Tool # 2 – Follow-up Reflections** –a reflection resource for instructional leaders to use as one means for gathering formative feedback, monitoring the early impact of a PL experience and supporting educators during the process
- **Tool # 3 – Professional Learning Outcome Reflections** – a reflection resource to help instructional leaders determine the long-term impact of a PL experience and capture evidence to inform continued impact

Professional Learning

Building a High--Impact Literacy Professional Learning Plan

1. What specific, focused knowledge or skills do educators in the school need to help them provide explicit literacy instruction in all content areas?

Example for MS/HS--Five practices that are heavily supported by research*:

- explicit vocabulary instruction
- direct and explicit comprehension strategy instruction
- extended discussion of text meaning and interpretation
- Increased student motivation and engagement in literacy learning
- intensive and individualized interventions for struggling readers

**Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). (NCEE #2008-4027). U.S. Department of Education.* http://ies.ed.gov/ncee/wwc

Professional Learning

College and Career Readiness Anchor Standards to Guide Professional Learning Decisions

Elementary Literacy	Secondary Literacy	Focus for Professional Learning
Reading Anchor Standards	Reading Anchor Standards	The strategies listed in this section are simply examples. <u>This list is not all-inclusive.</u>
Key Ideas and Details - questioning text, using details to support conclusions when speaking and writing, determining main ideas, retelling and summarizing details, explaining the role of characters and events in text	**Key Ideas and Details** - determining explicit text meaning, drawing inferences and citing specific textual evidence to support meaning when speaking or writing, analyzing the development of themes or arguments, summarizing , and analyzing the interaction of individuals, events and ideas in a text	○ questioning techniques ○ peer discussion strategies ○ summary strategies
Craft and Structure – identifying words and determining the meaning and function of words and phrases, recognizing/ determining text types and the structure of text, identifying, describing, and distinguishing point of view and perspectives	**Craft and Structure** – interpreting words and phrases and explaining their effect on meaning, analyzing text structure, assessing the impact of point of view and purpose on the text	○ understanding text structure ○ understanding the impact of word choice on meaning and interpretation
Integration of Knowledge and Ideas – describing and analyzing the connection between text and illustrations and how they convey meaning, and	**Integration of Knowledge and Ideas** – integrating and evaluating content presented graphically, orally, visually and multimodally,	○ understanding how multi-media tools are used to communicate meaning effectively

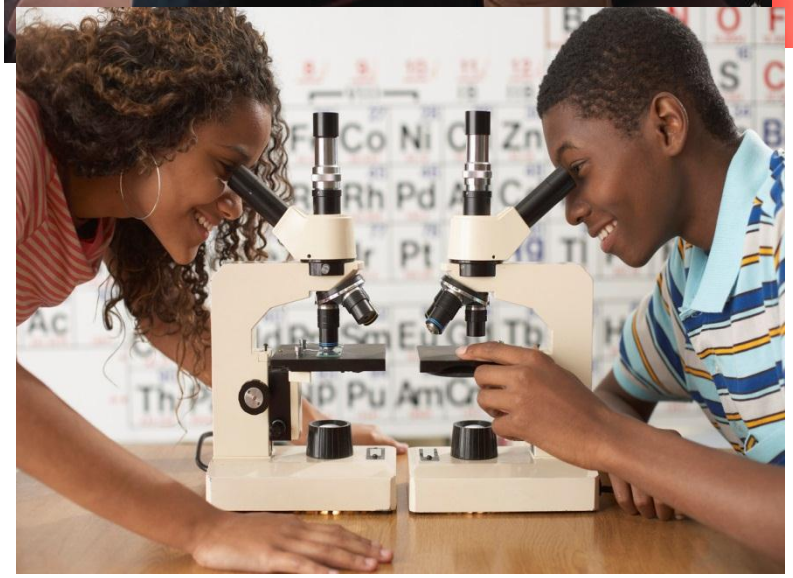
Research Finding: Classrooms that frequently incorporate extended discussions show greater literacy gains than classes that have little or no opportunity for discussion. (Kamil et al., 2008)

Teachers should…

- select engaging and relevant materials
- create a discussion-rich classroom environment
- develop questions that require reflection, deep thinking and making connections
- ask follow up questions to extend the discussion
- facilitate small group discussions

What PD supports will teachers need in order to do this?

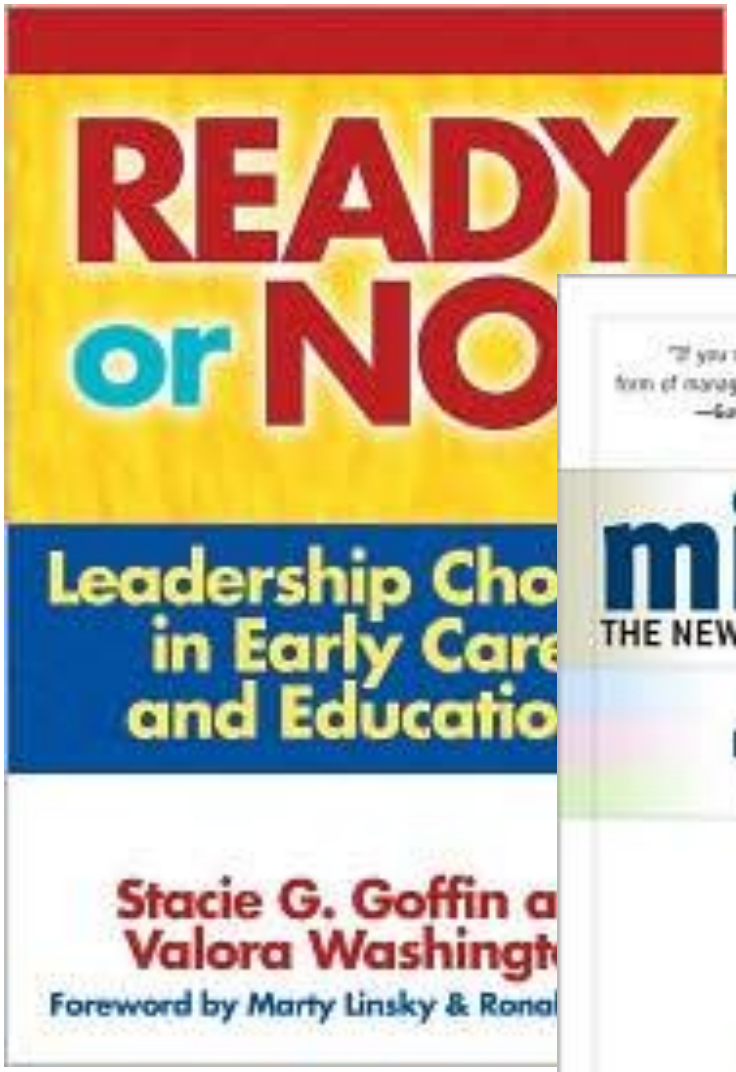
What PD supports will teachers need in order to implement the Common Core State Standards in ELA and content areas?

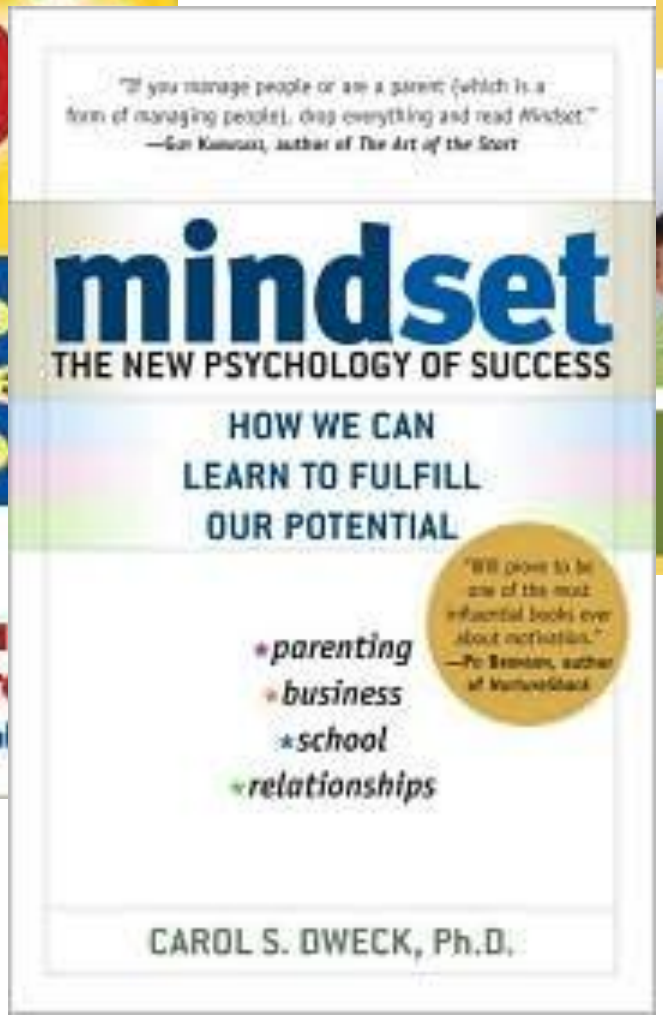


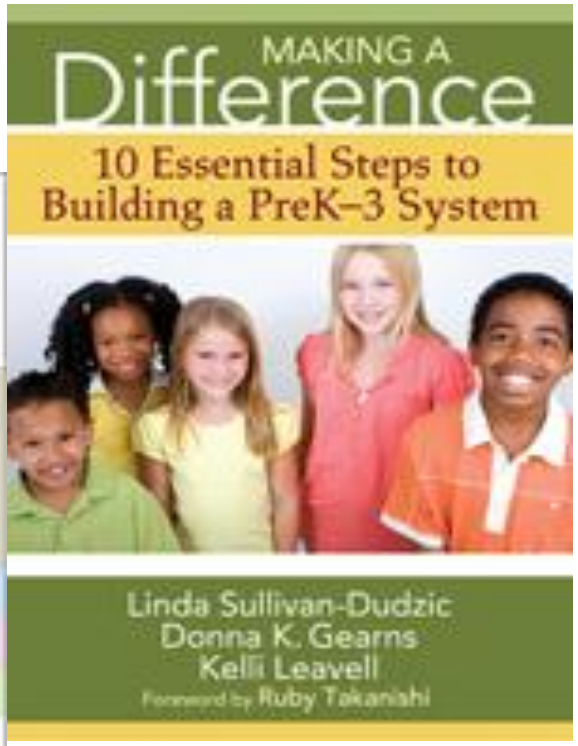
Professional Learning for PreK-grade 3

- Neuroscience
- Child development (cognitive, social/emotional, physical)
- Instructional best practices and engagement strategies
- RTI, services/supports, and differentiation
- Social/emotional and Positive Behavior Supports
- Use of assessment and data
- Benchmarks and standards
- Family engagement
- Resiliency and impacts of stress and poverty
- Vocabulary and background knowledge
- Transitions

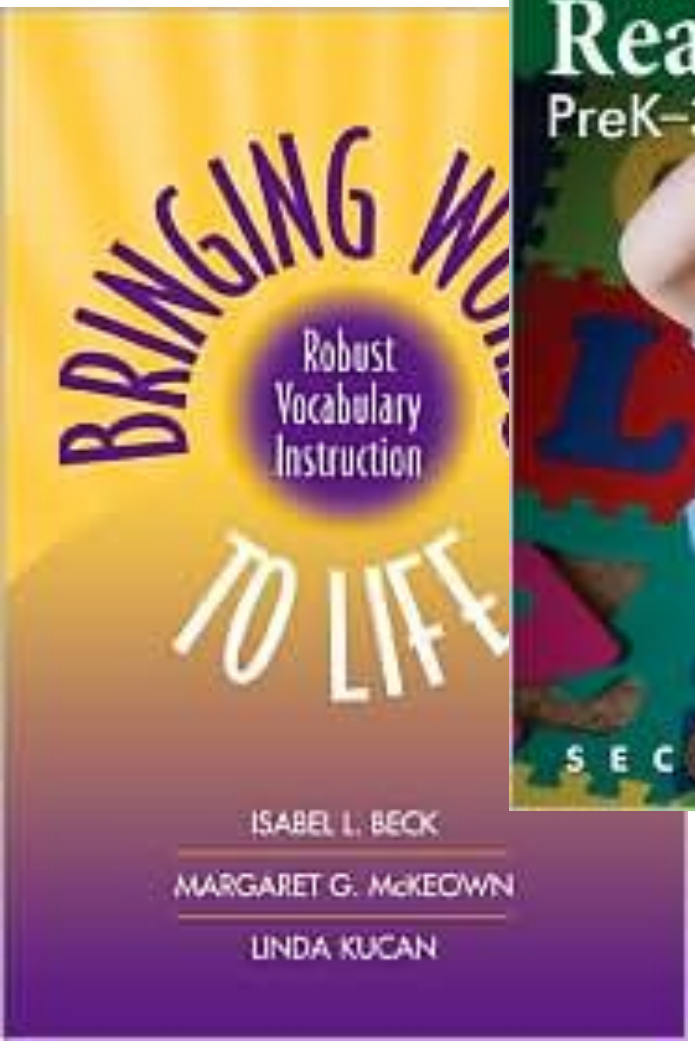
PLCs—Book Studies

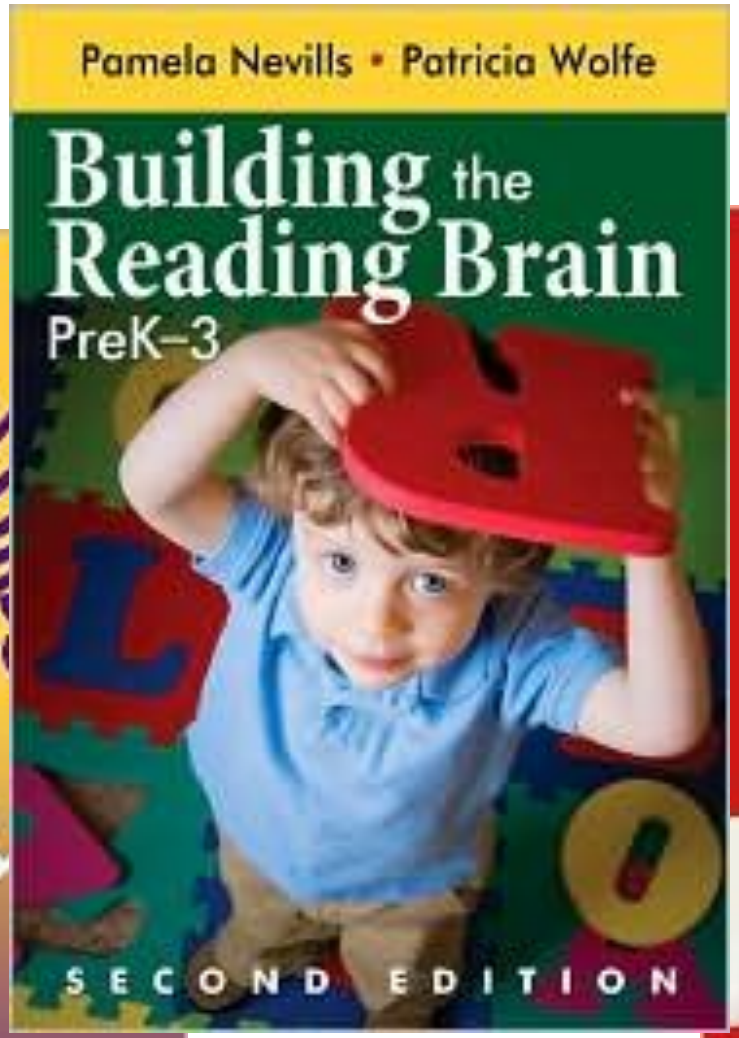


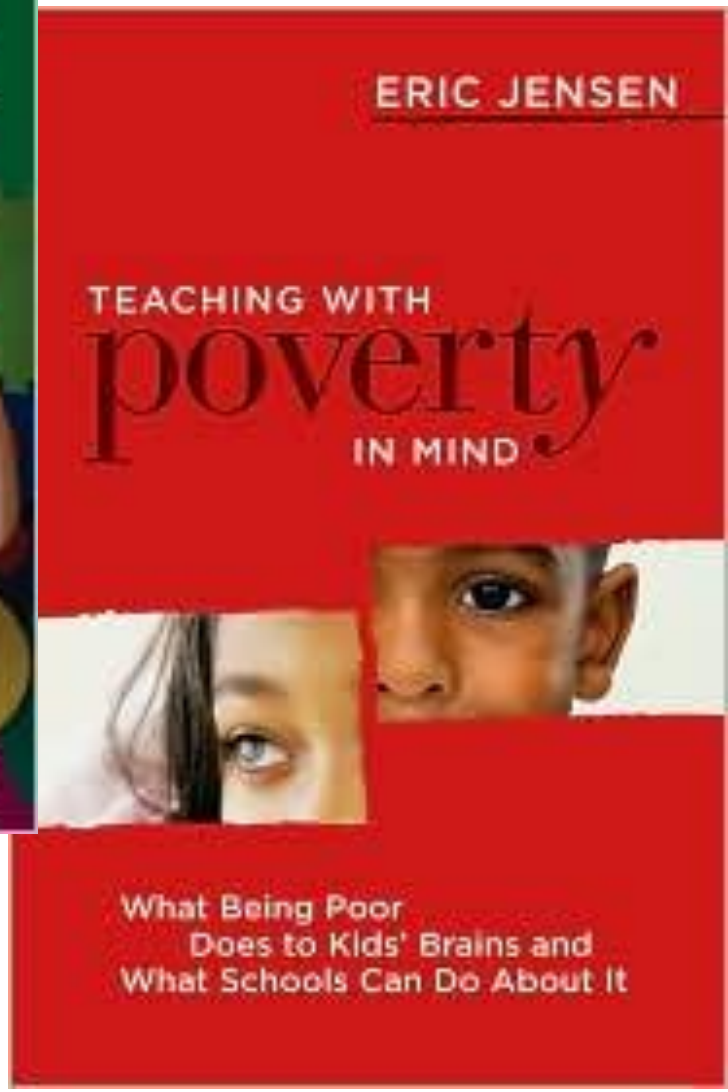




PLCs—Book Studies







Learning Walks

Benefits:

- Powerful professional development that highlights consistency and celebrates differences and differentiation
- What is taught above and below (moving beyond an alignment document)
- Allows teachers to improve their own practice by focusing on specific things as they go into classrooms

Evaluating the Impact of Professional Learning

Continuous Use of Professional Learning

1. Support participants' during the initial implementation of professional learning.
2. Facilitate on-going, embedded professional learning so teachers at different stages of use can continue to learn by fostering teacher collaboration as they implement knowledge, skills and strategies from their professional learning opportunities.

Example opportunities

- Model or demonstration lessons in classrooms
- Study groups that focus on extending the impact of professional learning and helping participants learn how to effectively implement what they learned in their own classrooms
- Study groups that focus on extending the impact of professional learning and helping participants learn how to effectively implement what they learned in their own classrooms

Professional Learning

Evaluating the Impact of Professional Learning

Tool # 1

Professional Learning Reflections

Circle the letter that corresponds to your initial reactions to this professional learning experience and include a short written response in the space provided with each question.

A = strongly positive B = positive C = negative D = strongly negative

1. There is clearly a connection between the content of this professional learning experience and the potential for improved student learning. A B C D

   Please comment on one connection that was especially relevant for you.

_____

_____

2. What I learned can be immediately applied in my classroom. A B C D

   Please identify something you will use with your students when you return to your classroom.

_____

_____

Evaluating the Impact of Professional Learning

Tool # 3

Professional Learning Outcome Reflections

Please estimate the degree of success using the following scale:

1	2	3	4	5	6
Not at all		Inconsistently/Partly			Entirely

1. As a result of this professional learning experience I was able to: Estimate

   A._____ _____

   B._____ _____

2. When I implemented what I learned in my classroom, my students were able to:

   A._____ _____

   B._____ _____

3. Describe strategies you implemented to make application of what you learned in the professional learning experience easier or more successful.

Questions/Discussion?

Session Goals

Participants will understand

- The role of professional learning to support all staff in effective literacy planning and instruction
- How to develop and monitor PD for effectiveness
- How to access resources to support the team and plan, including *Literacy Central*

Rate how well the session goals were met

1. Participants will understand the role of professional learning to support all staff in effective literacy planning and instruction

a—well met

b—met

c—somewhat met

d—not met

Rate how well the session goals were met

2. Participants will understand how to develop and monitor PD for effectiveness

a—well met

b—met

c—somewhat met

d—not met

Rate how well the session goals were met

3. Participants will understand how to access resources to support the team and plan, including *Literacy Central*

a—well met

b—met

c—somewhat met

d—not met

Contact Us

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